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SCIENCE

FRIDAY, JULY 22, 1910

UNIVERSITY EXTENSION¹

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THE circumstances under which university extension was introduced in this country and the early history of the movement are so familiar that time should be devoted to little more than a brief survey of the main facts.

The great popular educational factors in the United States previous to 1890 were the American National Lyceum founded in 1831 and Chautauqua, with its summer schools and Literary and Scientific Circle, started in 1874. Both of these societies, though quite independent of direct university affiliation, embraced many features that belong to university extension.

University influences were widely diffused through the Lyceum lecture courses, which included among their contributors such men as Daniel Webster, Emerson, Horace Mann, Wendell Phillips, and others of wide renown.

The true principle of educational extension underlay the establishment of the Lowell Institute of Boston and the Peabody Institute of Baltimore, both representatives of the early Lyceum. The debating-club, earnestly fostered by university extension to-day, began with the Lyceum, and the traveling library, so essential an adjunct to extension teaching, was first proposed in this country in 1831 when a portion of money was set aside by the Lyceum for what was termed "itinerating libraries."

Mr. Herbert B. Adams, in the *Report of the United States Bureau of Education*

¹ From a paper presented on behalf of the University of Wisconsin by Professor Louis E. Reber at the eleventh annual conference of the Association of American Universities.